

CHAPTER III

RESEARCH METHOD

This chapter covers research design, research subject, classroom action research (CAR), data collection, and data analysis.

3.1 Research Design

Scientific truth can only be found by doing research. The research, which is conducted to find scientific truth, must be done logically and empirically to ensure that the result of the research can reflect the condition or object, which has been studied objectively. Research may be defined as the application of the scientific approach to the study of problems (Ary, 2006). The research design used in this study was Classroom Action Research (CAR). Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research (Brown, 2006). Furthermore, Classroom Action Research (CAR) is aimed to overcome a problem in the learning process to be able to improve learning in the school (Geoffrey E. Mills, 2003).

The research design used in this classroom-action research was the mixed research. To find out whether students reading ability has improved or not, the researcher used the SQ3R method which is repeated if the grades of students have not met the passing grade.

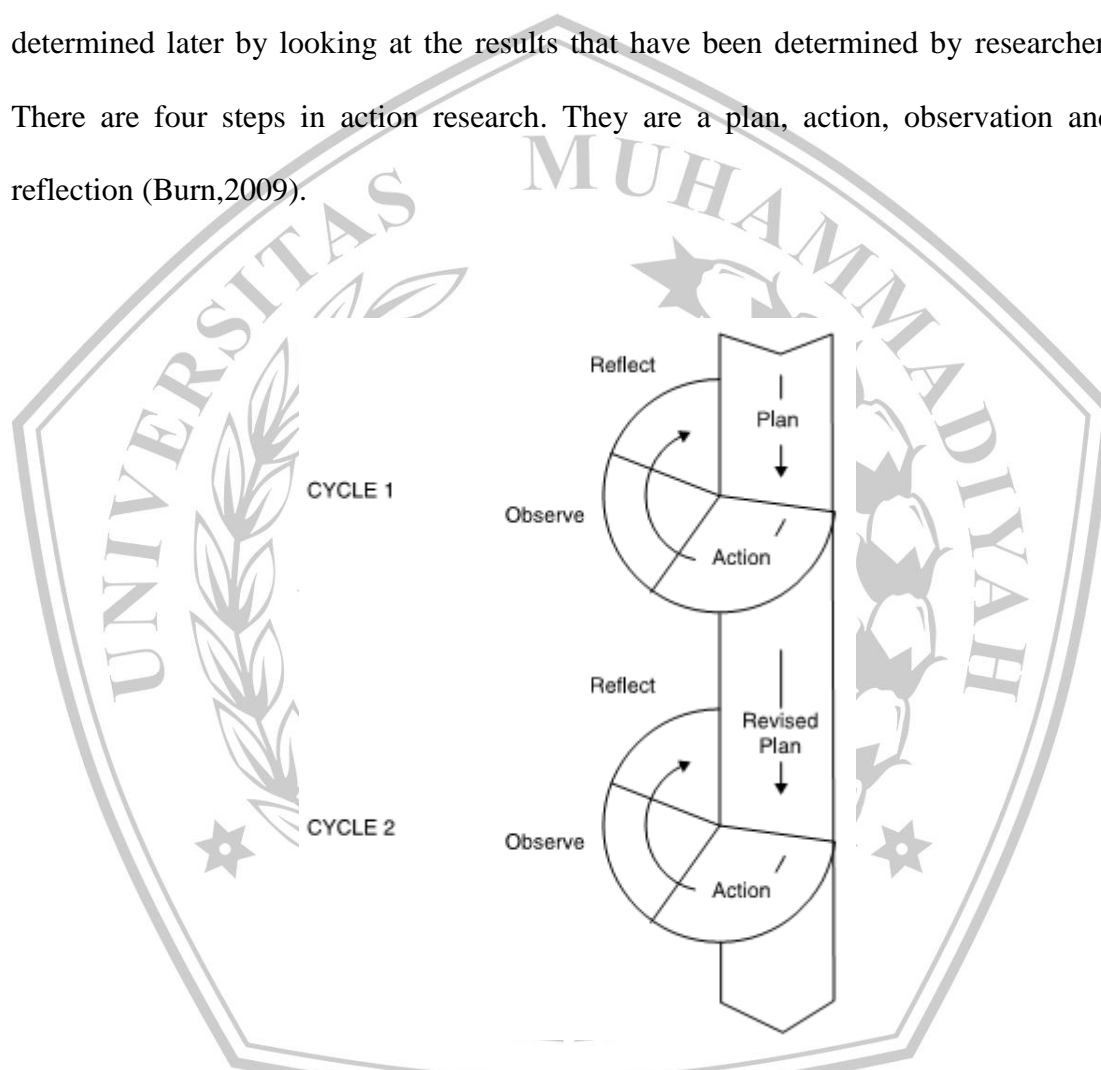
3.2 Research Subject

Subject is an individual who participates in a research study or someone from whom the data are collected (Faudatul, 2011). The subject in this research was

researcher who taught 32 students of VIII-J and 32 students of VIII-I of MTsN Batu and the English teacher as the observer.

3.3 Classroom Action Research

Classroom action research consists of cycles. The number of cycles will be determined later by looking at the results that have been determined by researcher. There are four steps in action research. They are a plan, action, observation and reflection (Burn,2009).



Cyclical AR model based on (Kemmis and Mc Taggart, 2009).

3.3.1 Cycle I

1. Planning

First, the researcher prepared the lesson plan to decide the material he was going to teach. In this research, the researcher made the lesson plan together with the English teacher. Second, the researcher prepared the materials. He selected *My Uncle is Zookeeper* a book containing a descriptive text entitled “The Zoo” reading text and also planned about the SQ3R method.

2. Implementation

It is the next step in which what had been planned in the previous phase was implemented. It comprised the implementation of the research in teaching learning process in order to solve the research problems. Here, the researcher implements classroom teaching and learning activity through SQ3R method. It is mentioned in the lesson plan.

3. Observation

Observation was conducted during the teaching and learning process by using observation. The researcher also took important notes during the teaching and learning activities. In this phase, the researcher tried to know what the students were doing during the teaching and learning process. The researcher also conducted the test after the implementation of the strategy to measure the students’ ability of reading.

Researcher conducted four observations aimed: First, to determine the ability of students to understand a learning material based on score in tests. Second, to find out the difficulty of students in understanding a material. Then, to find out student behavior in learning and teaching process, and finally to get a conclusion about the

observed object so that it can be shared with other parties in the form of relevant reports and can be useful for learning materials.

4. Reflection

Reflection was the result of observation phase. It focused on whether the use of SQ3R method increased the students' reading. The increase of the students' reading ability was seen from the researcher's notes on the result.

3.3.2 Cycle II

Based on the reflection in cycle I, the researcher improved the use of SQ3R method in cycle II and avoided doing the same mistake.

Re-Planning

In cycle II, SQ3R was still used in the teaching learning process. It was same as the previous cycle; cycle II also consists of four steps namely planning, implementation, observation and reflection. The planning for this cycle was composed mainly from the previous reflection.

For the implementation, observation and reflection phases had similar application to those of cycle I; there were improvement phases in cycle II those application was more carefully prepared.

3.4 Data Collection

The data for this research were obtained from observation and test. The data of this research were the students' responses and scores of the students. The data also described the implementation of SQ3R method to improve students' reading ability. To collect the data, it was done through:

3.4.1 Observation

Observation is defined into two types, participant observation and non-participant observation. In participant observation the observer engages fully in the activities being studied but is known to the participants as researcher. Non-participant observation which means that the observer does not participate in the activity being observed but he or she only watches the process of activity (Ary, 2002).

In this research, the researcher used Participant observation because the researcher actively participated in the research and recorded the implementation of the SQ3R method to improve the students' reading ability. This research also used Non-participant observation because the researcher asked the English teacher to observe the researcher when the researcher did the implementation of SQ3R method.

3.4.2 Test

Achivement test is a means to measure one's achievement after the treatment was given. In this research, the researcher used achievement test to know the improvement of students' reading ability after using SQ3R method (Arikunto, 2002) and the form of test is writing descriptive text.

3.5 Data Analysis

After collecting the data, the researcher analyzed the data through some steps:

3.5.1 Analyzing Observation Data

To support the data, the researcher used observation to record the process heppened during the teaching learning process. In this research, the researcher collaborated with the English teacher. The researcher did the implementation of SQ3R while the English teacher observed the researcher.

The data of the observation sheet be analyzed in the following procedure, they are:

1. Identifying the SQ3R method in teaching reading applied by the researcher.
2. Evaluating the activities of teaching learning process.
3. Identifying the notes made by the observer.

3.5.2 Analyzing Test Score

The score of the students' test was based on the following criteria:

No.	Score	Analysis
1.	2	Blank/ no answer, failed, untrue
2.	4	Poor answer, less true
3.	6	Average, almost true
4.	8	True, almost good, good answer
5.	10	Very good answer, excellent

The criteria was used to analyze the students' individual score. The researcher analyzed the test with nine questions. Each question got the score based on the criteria. The form of the question is writing descriptive text mentioned in the lesson plan . The minimum passing grade in MTsN Batu was 75.

To know the classroom average score, the researcher analyzed all of students' individual scores by using a formula (Arikunto, 2002):

$$M = \frac{\sum X}{N}$$

N

With the specifications:

M = students' average score

\sum = sum of

X = students' individual score ($n_1 + n_2 + \dots + n_x$)

N = number of students

The researcher decided to conduct cycle II if the result of cycle I which is not 80% of students got good scores based on KKM.

